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THE UNIVERSITY OF KANSAS.

Commencement Addresses.

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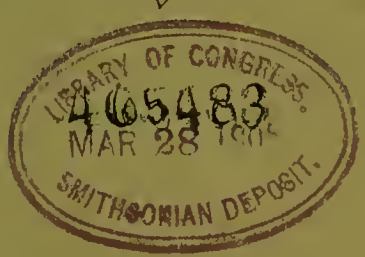

THE UNIVERSITY OF KANSAS.

ADDRESSES

CONCERNING

The Chancellorship, The University, Higher Education.

COMMENCEMENT: JUNE, 1890.

LAWRENCE, KANSAS.

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PREFACE.

THE Regents of the Kansas State University beg leave to present in this form three Commencement addresses which they believe will be particularly interesting and instructive at this time to the people of Kansas, and to all readers outside of Kansas who are concerned in the work which the State is doing through her chief educational institution at Lawrence. The inauguration of Chancellor Snow on Wednesday, June 11th, 1890, occasioned his address and that introducing him by Charles S. Gleed on behalf of the Regents. The address by Col. John J. McCook, of New York City, was made as the annual University oration, in University Hall, June 10th, 1890. The addresses by Chancellor Snow and Regent Gleed relate directly to the University and its newly-chosen chief executive, while the address by Col. McCook is recommended to all readers as a powerful appeal for higher education, made by one of the foremost business and professional men in the United States. The Regents respectfully urge for these three addresses the most careful attention of every thoughtful Kansan.

Introductory Address for the Board of Regents.

CHARLES S. GLEED.

Mere ceremony is not tolerated as it once was. Formality is an outcast. Time has grown scarce, and those who wait begrudge the moments of their detention. Pleadings at law are directed to be "clear and concise," and inaugurations and graduations, if ostentatious and vain-glorious, are derided. A parade without good purpose is child's play or worse.

The present ceremony has a purpose. The Regents of the University have chosen Francis Huntington Snow as chief executive of the institution, to succeed ex-Chancellor Lippincott. The choice has been made, the tender has been accepted. With nothing further said or done the new chief could go on with his new work. But the Regents, mindful that this is an institution of the people, for the people and by the people, have determined to make known, in this simple way, something of their convictions as to the institution and its chief executive, and to give that

chief executive an opportunity, not particularly to unroll his own personal or official program, but rather to outline so much of his theory and knowledge of university work, here and elsewhere, as will best secure him the needed cooperation of all the people of Kansas.

And before all else should be spoken some words of commendation.

To ex-Chancellor Lippincott is due the gratitude of Kansas for six years of the most devoted attention to the interests of the University. His patience, his impersonal zeal, his genial courtesy, his unflagging industry, combined to make his administration one of peace and prosperity. Under him new men of rare merit were added to the faculty, and new buildings and large gains in other ways were made. In his varied experience have been solved many problems for those who are to come after him, and while the history of the University of Kansas is read his name will suggest faithfulness and kindness and success.

Again, deep gratitude is due to Mr. Spangler, whose vigilance and skill have so thoroughly bridged the administrative chasm between Chancellor Lippincott and his successor. No other man outside the faculty could have done so well. All the trying features of the situation were met with courage and dignity, and no mistakes were made. For this faithful service Mr. Spangler has

the thanks of his associates of the Board of Regents, and, I am sure, of all concerned.

Again, to Professor James H. Canfield are due compliments and congratulations of an unusual sort. The embarrassments of his position were many, but they were nobly met. He neither lost his head at the flood of kind things said of him, nor his temper at the things not so kind. For his serenity, his dignity, and his many direct helps—such as his early nomination and steady support of the man finally chosen—the members of the Board of Regents and all friends of the University will never cease to be grateful.

And lastly, to the people of Kansas who waited patiently, considerately, kindly for the Board to choose a Chancellor, every member of it is under the greatest obligation.

When Chancellor Lippincott resigned, every member of the Board felt almost jealously fearful that an error would be made in the choice of his successor. From the first every possible objection to every possible man was kept constantly in view. So dreaded were all these objections that no two members were often found of the same opinion. Objections that to one seemed great to another seemed small. But at no time was there a disposition to select by other than a unanimous vote, and never was there the slightest danger of an improper selection being made. No

man was ever seriously considered who would not have given the place as much as the place could give him. In this the Regents were a unit from the first. They may have been slow, never slovenly. They may have been timid, never trifling. They may have been visionary, never vicious. They regretted that the advocates of every worthy candidate could not be gratified. They regretted every unhappy word or deed, and they sympathized deeply with every embarrassment which came to any friend of the University, near or remote. So painfully keen were these feelings that a straight course could scarcely have been kept but for the closest adherence to the ideas that the University, as a whole, is more and of more worth than any individual in or near it; that nothing should be sacrificed, either in the personal and professional worth of the man chosen or in the general harmony, inside and out, which is necessary for the health and usefulness of the institution; that mere precedent, or policy, or faction, or personality, or temporary consideration of any sort should not govern. Thus adhering, thus persevering, they came at last into the good graces of Francis Huntington Snow.

In the battered old book containing the first University records may be seen this entry, of date July 19th, 1866: "Prof. F. H. Snow was nomi-

nated for the chair of mathematics and the natural sciences, and receiving a majority of the votes was declared elected."

On the 1st day of September, 1866, Prof. Snow began his work for Kansas—a work which he has to this hour pursued with perpetual motion and no back tracks. He has since received from Kansas neither a smaller annual salary than his first few hundred dollars, nor a much larger one. For this magnificent pecuniary reward he has given Kansas a quarter of a century of personal service, has secured for her a natural history collection easily marketable for, say, four times what the State has ever paid him as salary, with interest counted, and has, besides, brought to Kansas from far-away Massachusetts, through his generous friend, William B. Spooner, a magnificent donation of upwards of a quarter of a million dollars. Something might also be said of his own personal sacrifices, financially, for the University's benefit; but true charity neither vaunteth itself nor likes to be vaunted.

In the outset, he was required to know everything about all branches of science, to get his own books, and to provide the museums and apparatus for his scientific work; and the way he did this challenges the records of Cæsar, Napoleon, and Grant. Had the signal-service bureau of Noah's time announced the deluge, Noah could not have been more popular in the animal kingdom than

Chancellor Snow has been. Every form of animate and inanimate thing has got into his ark with marvelous haste. He has been the most magnetic of men. The Leviathan has come up at the end of his line as docile as a cow. Into his presence the ambulatory measure-worm has kinked itself most willingly. He has conjured up snakes innumerable without the aid of prohibited liquors, and he has coaxed all the birds of the air to get their tails salted in his shop. Even the thoughtless and unreasoning petrifactions of ages long dead have aroused themselves to the demands of fashion, and have joined the procession towards Snow Hall.

And Snow Hall! Few people know how it came into being. Only those know who stood by the man for whom it was named among the State's law-makers, and saw him win the votes of men who knew nothing of his sciences or his learnings, but who did know that they were elected on platforms calling for the most rigid economy. One after another those bronzed and work-worn law-makers saw things through the perfect lenses of the little scholar's eyes and cast their ballots right; and at least one hand feels to this day the vise-like grip of joy and triumph which the little scholar gave it when the last necessary vote had been recorded. And—mark this—the joy behind his grip was not that Snow had won, but that Kansas for herself had done the right thing.

The victory which he won from his fellow-citizens of the Legislature was not a victory of intrigue, or conspiracy, or questionable acuteness of any sort, but rather one of honest archery with the bow of truth and a quiver full of facts. Such are all his victories.

Honest work has characterized every step of his progress. Year in and year out he has remitted nothing. His vacations have brought only change of work, and his recreations have been times of learning. And yet he is in no sense a man made dull by "all work and no play." Not one who has ever heard him sing the songs of his college days, not one who has ever seen him under the spell of fine music, not one who has ever exchanged smiles with him over things bright and situations amusing, will ever accuse him of having worked his mind to dullness.

Allusion has been made to Chancellor Snow as a "little scholar." This means that he is small of stature. For some purposes this is a disadvantage. Large men challenge attention and get on in the world with fewer brains than small men. Said ex-Justice Kingman of a portly candidate for office: "He is physically the most intellectual man in Kansas." Chancellor Snow is not thus fortunate, and yet he is a fine example of perhaps the most effective sort of physical strength. Giants are too often of soft metal which soon fails, or else are prodigal of their

strength and by mere wantonness exhaust it. The nerve-strong men who in the beginning are put under bonds to conserve what strength they have are the men who most often stay through the race and win it. This country has produced a wonderful lot of men strong in this way—Jay Gould, Samuel J. Tilden, Stephen A. Douglas, Thaddeus Stevens, and thousands of others. Thus Chancellor Snow, though physically slight, is nervously a giant. He is never ill, and never seems tired. His application to study for a quarter of a century has been remarkable, and nothing but genuine physical strength could ever have carried him through.

His step is elastic, quick, and firm. His dark-blue eyes, clear and calm, never flutter and never dodge, always see everything in sight, and yet always show a fullness of merriment, gentleness, and love. His features are regular and strong. His upper lip means business, and his mouth, though kindly, is wholly resolute. There is not a weak or slovenly line in his countenance. His hand is quick and warm, and his handwriting, though it does not suggest John Hancock's reckless extravagance of ink and space, is graceful, generous and full of character. His voice is clear and fine, and peculiarly his own. His whole presence is cheerful. Sweetness and light are with him always.

In the earliest pages of Ben-Hur are described

the three men who met in the desert. This description of the Greek is a description of Chancellor Snow: "The last comer was unlike his friend; his frame was slighter; his complexion white; a mass of waving light hair was a perfect crown for his small but beautiful head; the warmth of his dark-blue eyes certified a delicate mind, and a cordial, brave nature. . . . Fifty years had spent themselves upon him with no other effect apparently than to tinge his demeanor with gravity and temper his words with forethought. The physical organization and the brightness of soul were untouched. No need to tell the student from what kindred he was sprung; if he came not himself from the groves of Athene, his ancestors did."

And what this Greek says of himself is surely what Francis Huntington Snow would say of himself had he to speak: "The most that I am sure of is, that I am doing a Master's will, and that the service is a constant ecstacy. When I think of the purpose I am sent to fulfill, there is in me joy so inexpressible that I know the will is God's."

Chancellor Snow stands for the highest type of Christianity. Nurtured from childhood in the orthodox church of New England and a student in her highest school of theology, he retains today the strength and beauty of that church, minus its localisms and personalities. The prin-

ciples of justice applied in Kansas courts to-day, under a simple code, are the same as those applied a hundred years ago under the insuperable perplexities of the English practice. Thus the evolution of Chancellor Snow's mind has for him banished whence they came all technicalities and non-essentials, and brought into whitest light that which is unimpeachably true. Starr King says: "Blind conservatives never stop to make accurate classifications of their opponents. They make no account of the various moods and spirit in which dissent is made and the frequent affirmations that accompany denials." No such blind conservative is Chancellor Snow, for he remembers that "whosoever shall humble himself as this little child, the same is greatest in the Kingdom of Heaven." He knows that righteousness exalteth a nation, and that nothing else does. He knows that nothing can take the place of an absolute acceptance of the idea of God and a future life which the wise men of all ages have approved, and which guides and guards the soul through all dangers, keeps it pure and brings it finally to that peace which passeth all understanding.

Intellectually, Chancellor Snow's position is well defined. A chip of the old New England block, he is also in line with that new Old England, which is to-day the intellectual monarch of the world. His place is among such men as Agassiz, Emerson, Thoreau, Huxley, Spencer,

Tyndal, and Darwin. His scholarship is genuinely broad. An ardent student of the classic literatures, an equally ardent student in the realm of theology, he has done in science things for which the world knows him. Such a man with such a record cannot fail to have a vision as broad as the broadest Kansan could wish.

His mind is in every way poised and self-mastered. Emerson says: "Health is the condition of wisdom, and the sign is cheerfulness—an open and noble temper." And Emerson quotes in connection with this remark:

> "Oft have I heard, and deemed the witness true,
> Who man delights in, God delights in, too."

He has also what Emerson says is a sure trait of true success: "The good mind chooses what is positive, what is advancing—embraces the affirmative." Negative positions to Chancellor Snow are hateful.

The quality of his mind is such that it never seems to be clogged or muddy. His great learning has not left him inert or other than alert and quick. It has not spoiled his balance or his equanimity. He is never found in the paroxysms of intellectual gastralgia, or in that stuffed and undigesting condition which curdles the temper and warps the judgment.

It is from this knowledge of Chancellor Snow's mind that his methods are foreseen. He has been called, with some degree of depreciation, "a spe-

cialist." He is; but one specialty differeth from another in magnitude, and it seems to those who know him best that over and above his specialties in science, literature or the arts should be set his specialty of doing well whatever he undertakes. His passion for attending to his own business is his master and renders him invincible. Now that the whole University is his business, it will be his specialty. He has burned the bridges behind him, and Snow Hall will not hereafter in any respect limit his affections.

He will not be so demonstrative as the burning and brilliant John Fraser, ex-Chancellor of blessed memory, but his enthusiasm will be none the less real; and he will follow the wholesome example of ex-Chancellor Marvin, whose vigilance in the stewardship of the State's money and property was once exemplified so perfectly in his stoppage of the work on a staircase within one tread of the top because the appropriation was exhausted.

He will be able to say *no* without its being harsh, and also without its being sugar-coated so as to mean *yes*. Most executive heads of educational institutions are so lax about this saying of no that they soon get the reputation of being liars. An educational corps is not organized on the military basis where nothing is assumed not specifically granted, but rather on an amicable basis where no man cultivates the methods or the

manners of a master. But none the less, educational machinery has to run and to that end decisions must be made, and they should be made as clearly as in military or railway work. Chancellor Snow will say no when he means no, and however kind he may be in all he does, he will never be called a dissembler, a fumbler, or a liar.

This leads to the point that one of the chief characteristics of Chancellor Snow is his courage. His courage is not of the sort that requires to be labeled. He carries no flags and blows no trumpets affirmative of his courage, and the only way he does affirm it is by never showing consciousness of fear. He is never a prophet of evil. In all the hard years of our first quarter-century, years when hope was often scarcer even than cash, he was never heard to wail or whimper. When the State has been crippled and his own fortunes have crumbled about him, no man ever heard him speak discouragingly of the State or its institutions. As soon would a loving mother foretell evil of her children! And, speaking of courage, he knows that jealousy is a sign of weakness, self-distrust, and cowardice, and that it is irrational, even to insanity.

He knows that honesty is the best policy—that fraud is always a treacherous servant whose aid means ruin. He knows that pretense breeds vermin to disintegrate and destroy. He will tol-

erate no shams. He knows that the people of Kansas must never be deceived as to their chief school. He knows that its exact status should be confessed and only its absolute position, achievements and merits be claimed.

He has the characteristics of the true general, who does not fix his optics on the trifles about him while the main issues of the battle are being neglected. He knows that no general is worthy the name who does not perfect his plan logically, choose his subordinates wisely, trust them largely, watch them closely that they do not trespass on one another, demand results or resignations, and keep his battle-front strong at all points. He knows that a general has no time to be a policeman, or an amateur detective with a codak in one hand and a dark lantern in the other. He knows that a general, never being able to do all that might be done, must choose for his first attention the things of chief importance.

He will have patience with the juvenile haste which demands perfection without evolution, and with the idealist who grandly waives away the difficulties of which time is one of the indispensable solvents. But he will not have patience with cases of intellectual lumbago—those people who squeeze their way into educational institutions that they may grow fat on inactivity and nod away their lives in the sunshine of collegiate respectability.

It is true that Chancellor Snow, as Chancellor, is an experiment. He has the task before him of proving our opinion good. That he will do it we may have no fear; but we dare not on that account withhold every help that can be devised. The desire of his heart must be ours. As a unit we must push on towards the time when love of learning is truly dominant in Kansas, when our standing among the people of the earth will not depend on our bushels or our dollars, when we shall have filled our annals with those achievements of the mind which the world's record shows us have glorified the bleakest, rockiest and most stingy acres under the sun.

Inaugural Address, Responding to the Board of Regents.

FRANCIS HUNTINGTON SNOW, Ph. D., LL. D.

Before proceeding to the more formal presentation of an inaugural address, I desire to make a brief response to the generous words of the preceding speaker. The support which has been so heartily accorded in advance to the new management of University affairs, has made a profound impression upon my mind and heart, and has inspired me with an enthusiastic expectation that the future of this institution will justify that action of the Board of Regents which has rendered necessary the proceedings of this day. Sustained by a united Board of Regents, a harmonious Faculty, an enthusiastic body of students and alumni, a sympathetic public press, and above all by the good-will of the people of the great State of Kansas, whose institution we are, the new administration could hardly have entered upon its arduous duties under more favorable auspices. That the present era of good feeling may be indefinitely prolonged, is a con-

summation devoutly to be wished. Differences of opinion will undoubtedly arise in shaping the policy of the institution, but no such differences can be allowed to interfere with the continuance of the enthusiasm for University education which must always find its highest manifestation when attention is directed to the State school upon Mount Oread.

In what I have to say to-day, I shall lead you to a consideration of what the University of Kansas has been, now is, and is to be. Of the character of the first two of these forms of existence, we may speak with some degree of certainty, as our knowledge on these points is based upon actual occurrences; of the third, or future form of existence, we may rest assured of the *fact*, but must depend for its *character* upon our own ideal of what the Kansas University ought to be, and of the nearness of approach to that ideal which we may think the State of Kansas is likely to accomplish. In regard to the past character of the University, my personal connection with it since its establishment in 1866 will enable me to speak with the assurance of actual contact with the original sources of information. When Professors Robinson, Rice and myself met each other for the first time to plan for the opening of the institution, we found not a single genuine High School in existence in the entire State of Kansas. It therefore became necessary to begin the Uni-

versity as a High School,—just what my distinguished patriotic friend and adviser, Mr. Amos A. Lawrence, had told me it would be, before I left the State of Massachusetts. And we continued to be a good High School for a number of years, so that the name sometimes bestowed upon us by our legislative opponents in those early days, and intended as an opprobrious epithet—"The Lawrence High School"—was in reality a true designation of our character, and not at all to our disparagement. But in seven years' time the four collegiate classes were all represented in our roster of students, and in 1873 we held our first Commencement Exercises. In plans and aspirations, however, we were a University from the 1st of September, 1866.

In founding a University on virgin educational soil, we discovered and improved some rare opportunities for avoiding mistakes which had been woven into the very texture of the most eminent eastern colleges. We had it in our power so to determine the character of the student body and the scope of our curriculum that the institution should start into life with its entire system permeated with the fresh air of the last half of the nineteenth century, while the New England colleges were still struggling against a considerable amount of the asphyxiating atmosphere of the middle ages. At a time when even in the West co-education in institutions of collegiate rank was

considered to be a dangerous experiment, the Legislature of Kansas decided that in her University the young women should have the same advantages as the young men; and the University faculty have never introduced, nor even discussed the introduction, of a modified curriculum for the so-called weaker sex. As convincing evidence that this experiment has become a pronounced success, and has not interfered with the natural employments of women, I will refer to Mr. Wilson Sterling's Alumni Catalogue, from which it appears that an astonishingly large proportion of our women graduates are engaged in domestic duties, and at the same time are making themselves known in the domain of literature, science, and the arts. The trustees of Harvard, Yale, Dartmouth, Princeton, Williams, and many other high-grade Eastern colleges still regard the simple agitation of the subject of co-education as a bomb-shell of sufficient size and force to threaten the disruption of the educational body-politic. But this great question of woman's equal educational privileges was settled once for all a quarter of a century ago at the Kansas University.

Again, in framing the courses of study for the University of Kansas, the first faculty had an irresistible opportunity of putting modern science into natural relations with the ancient classics, the mathematics, and the wide expanse of his-

torical, literary, and philosophical studies. In the year of our beginnings, the best eastern colleges postponed the most elementary consideration of the physical and biological sciences to the Junior and Senior years, and then allowed an insignificant amount of time for a very unsatisfactory presentation of these rudiments. The faculty of this University placed the most distinctively observational of the sciences, as botany, zoology, physics and chemistry, partly in the Preparatory Department and partly in the Freshman and Sophomore years, in correspondence with that stage in the mental development when the perceptive faculty is naturally most active, and demands systematic exercise upon appropriate objects. In this way the natural trend of the individual mind was often clearly indicated without loss to the general culture of the student. In the Junior and Senior years opportunities were afforded for a more thorough training of the observational powers, with the result that even in the first half of our two dozen years of life, a very creditable proportion of enthusiastic and accurate scientific workers were launched upon successful careers as original investigators. In proof of this assertion, reference is again made to our Alumni Catalogue, which indicates that members of some of our earliest classes have achieved a national reputation, by the publication of many valuable original contributions to bi-

ological and chemical science. During the second half of our incorporate existence, the number of scientific graduates already occupying enviable positions, by reason of the acquisition at the University of independent methods of research, is too large for specific mention. Whether scattered over the world, from Oregon to Southern Africa, or retained in the immediate personal service of their alma mater, their lives are a continual tribute to the excellence of their University training.

The introduction of the laboratory method of instruction in natural science, which was hardly known in eastern institutions in connection with *required* courses of study, became a prominent feature with us even in our elementary courses; and it is a noteworthy fact that practically the same method of instruction has been extended to all departments of the University of Kansas. Students in historical and political science, in ancient and modern languages, in philosophy, music and art, are to-day feeling the impulse of the method adopted in the early years. They are cautioned by all our professors to beware of servile dependence upon any author or text-book, and are constantly encouraged to investigate the original sources of information, in the lecture-room, the library and the private study, as well as in the laboratory, the apparatus-room and the field. The success of our graduates in journalism, politics,

literature, pedagogics, and in more strictly professional life, has been hardly less marked than in scientific lines. In these pursuits, also, they have shown the ability to attain conspicuous pre-eminence. The attempt to enumerate the notable examples of post-graduate success would result in the special mention of a very large number of the names upon our roll of Alumni.

Summarizing my conception of what the University has been, I should say that for the first six years of its history it was a High School, pure and simple, with some premonitions of an approaching collegiate character; for the next twelve years it was a college as to its anterior portion, but with a very extensive High School posterior appendage. And as in the embryonic development of every individual animal of the highest morphological rank, this appendage is gradually abbreviated until externally, at least, it is entirely obliterated, so the Preparatory Department of this University has been gradually diminishing from view during the last six years, until one more year will witness its complete extinction. This long-looked-for result has been somewhat precipitated by formal act of the last session of the Legislature. What now remains of the Preparatory Department, although dignified by the term Sub-Freshman class, may be fairly considered as in the nature of a rudimentary organ, at the present time rather useless or in-

jurious, than beneficial to the institution, but indicating a former lower stage of development in which it was absolutely essential to the existence of the organism. In our first catalogue we announced that the Preparatory Department would be discontinued in a few years, and it might have tempted some members of the Faculty to present their resignations if announcement had been made that a quarter of a century would elapse before its removal would become complete.

We come next to consider the question of the present condition of the institution. It *has been* a High School, a College, and it is now in the transition stage from College to University, with some of the best points of the college, and some of the peculiar characteristics of a University. The *college*, as I take it, is an institution in which a certain definite course of study, limited in range from limitation of endowment or equipment, leads to a certain definite degree, all students being required to pursue the line of study laid down in the curriculum with the minimum amount of deviation in the way of elective studies. The ideal *University* is an institution in which *all* branches of learning are thrown open to the student, who presumably has reached full maturity, and is therefore allowed to choose freely for himself his course of study, without prescriptive action on the part of the University authorities.

The present condition of this institution therefore cannot be that of an *ideal* University, since in the first place it is not within the possibility of our present equipment received from the State of Kansas to offer to Kansas youth the best instruction in all branches of learning. But we need not feel ashamed of our limitation in this respect, since no University in existence, even among the famous institutions of Germany, has attained the perfect ideal of faultless instruction in all departments of knowledge. The student goes to Berlin for its supremacy in certain departments, to Leipzig, Heidelberg, Gottingen, for their pre-eminence in other departments. It is not within the bounds of possibility that the absolute ideal should be attained by any one institution. But we can continually make advances toward the loftiest conceptions in the full conviction that in Kansas, if any State in the Union, liberal provision will be made for the best possible instruction of our young men and women.

Nor, in the second place, are we an ideal University, because the young people who graduate from the High Schools of the State have not reached that maturity which would justify their being permitted to make an unrestricted choice of their studies during the entire four-years course which the institution requires for graduation. I do not say this to the disparagement of the young people of the High Schools of the State of Kan-

sas, for I am convinced that the High Schools of no State in the Union are able to furnish the maturity of mind in their graduates which would justify their immediate entrance upon a purely University system. A University whose attendance should be strictly limited to *graduate* students, corresponding with the theoretical, but not actual, organization of Johns Hopkins University, would be able to make a very near approximation to this ideal; but the undergraduate students of the two lower classes of all our American colleges and universities are, in the great majority of cases, both too young and immature to make it a safe experiment to fully entrust to them the selection of their studies. I would, however, allow to Freshmen and Sophomores the choice of the general course of training to be pursued, the range of their choice extending to no less than six prescribed two-year courses in this institution at the present time. At the beginning of the last two years of the University quadrennium sufficient maturity of judgment has, by our own experience for the past five years, been demonstrated to be in the possession of the average undergraduate to justify the extension to him of a free choice of his studies for the Junior and Senior years. The freedom of the choice, however, should be limited to such an extent as seems necessary to secure on the one hand a positive and practical concentration of effort

in some one favorite direction, and on the other hand a breadth of knowledge and culture which will rescue the student from the belittling influence of a narrow, intense specialization. To indicate the range of possibilities in the choices of the two upper classes of this institution, it will suffice to state that no fewer than ninety-three courses of study, in seventeen different departments of investigation, are now offered to the Juniors and Seniors.

The introduction of this system of regulated optionals has proved to be a great success. On the one hand, our students, freed from the arbitrary, iron-bound prescriptive system of former days, enter into their work with the satisfaction and enthusiasm which inevitably accompany the exercise of a choice involving personal responsibility. On the other hand, the members of the faculty, entering unconsciously into friendly competition for students to pursue their offered optionals, are stimulated to greater personal effort for the improvement of their qualifications for giving instruction. The most abstruse and technical branches of literature and science are thus made to assume the greatest possible degree of attractiveness, and it is an extremely rare occurrence for any one of the large number of offered courses to be destitute of students. It cannot, however, be considered a legitimate inference that the value of an optional course and the ability

of a professor to give instruction in his department are to be measured solely by the *number* of students to be found in these courses. The *quality* of the half-dozen students selecting a certain course will be a better recommendation of both course and professor, than the quantity, by the dozen, of students in some other course not requiring the same amount of labor from either student or professor.

It has become a marked characteristic of our University, that the relations of students and faculty are to a large extent free from that restraint which in many high-grade educational institutions springs from the imposition upon the body of students of unyielding courses of study. It does not facilitate the growth of personal friendship between professor and student to allow no value to the student's personal likes and dislikes. When the student recites to a professor solely because he is compelled to, there is sure to be a chasm of separation when the topic of study is distasteful to the student. But when a course of study is voluntarily selected by the student himself, although the choice is regulated by certain rules, and when the student recites to a professor because the subject is attractive, the conditions are all favorable for intimate personal relation between the parties to the contract. The informal conversational style of communication which prevails in our laboratories and libraries, as well as

in the lecture-rooms, the seminaries, and the literary and scientific clubs, is possible only among friends mutually absorbed in considering great themes.

Summarizing my conception of what the University now is, I repeat that it is in a state of transition from the College to the University.

My conception of what it will become in the future is perhaps of more significance on the present occasion, as giving some indication of the probable policy of the incoming administration. While thoroughly believing in the uplifting influence of a perfect ideal, and acknowledging to the fullest extent the imperative obligation which rests upon the University authorities to make the nearest possible approach to this perfect ideal, I can not overlook the fact that it would be suicidal to attempt the sudden transformation of the institution, as it now is, into the faultless educational structure which it may become with a more favorable environment in the far-distant future, but which has no actual illustration either in Europe or America. The great European Universities, and the best American Universities, are the product of a gradual development of educational ideas through a long series of years. Harvard is Harvard, and Yale is Yale, and Princeton is Princeton to-day, because of the peculiarities of Massachusetts and Connecticut and New Jersey life which have entered into the fun-

damental structure of those institutions, making them to differ from each other as the political and ecclesiastical history of their respective States has continually differed. And so the University of Kansas must be a *Kansas* University. It cannot be a mere ideality, offering to Kansas youth a theoretical culture adapted to a state of society as pictured by Edward Bellamy for a far-away future time. It must be adapted to actual Kansas of the last decade of the 19th century, and not to actual Massachusetts, or Connecticut, or New Jersey, or England, or Germany. By these statements I must not be interpreted as holding that the process of development of our Kansas University will be as painfully slow as that of Harvard, which has required a quarter of a thousand years to reach its present condition. The development of the University of Kansas must keep rapid pace with the development of the State itself. The State of Kansas has accomplished as much, in each brief year of its existence as a State, as has been accomplished in ten years in the history of the most highly favored of the New England States. There has been no more magnificent spectacle in American history than the almost magical rapidity with which Kansas has been transformed from the hunting-ground of the Indian and the pasture-land of the bison into a great agricultural empire, with population already greater than that of Massachusetts when Kansas was admitted to the

Union. The University has kept even pace with the State in its remarkable progress, and must continue to advance as rapidly as will be consistent with the safe preservation of its precious gains and conducive to the most perfect harmony of its condition with that of its protecting parent. Fortunate in having been able to avoid the introduction into its organization and methods of administration of some elements of weakness which kindred institutions of older States are still struggling to overcome, it is now in an efficient working condition, ready to improve every opportunity to make further advances toward the unattained and ever unattainable ideal.

If I am not mistaken, the most important step towards making this institution in reality, what it is in name, a genuine Kansas University, is the establishment of a closer and more vital connection with the entire public-school system of the State. In the brief time which has elapsed since my personal attention was more especially called to this subject, I have discovered in my visits to High Schools that the University is hardly regarded as sustaining a more intimate relation to these schools than any private denominational college in Kansas, or even than colleges in other States than Kansas. I have found principals of these schools in some cases not only failing to recognize the natural organic unity which by the very law of its incorporation binds the Univer-

sity to the schools, but expressing unfeigned surprise when their attention is called to the fact. I have found other public school officials instead of directing the attention of their graduates to the State University as the most natural and desirable institution of learning wherein to obtain collegiate training, actually neglecting to mention this institution with favor, and directing their young men and women to institutions in which the educational equipment is so manifestly inferior, that to spend four years within their walls involves not only a wasteful expenditure of time and money, but a serious crippling of the intellectual powers for which no subsequent regrets can make amends. Sending a boy to an inferior college when a superior one is within ready reach, is like dwarfing his physical nature by feeding him upon a starvation diet when an abundant supply of nutritious food is to be had for the asking. The remedy for this condition of ignorance and shortsightedness will consist in an organized effort on the part of the friends of our public-school system to secure the recognition of the fact that the University is as indissolubly connected with the public High Schools as is the High School with the grammar schools, or the grammar school with the primary grades. And this organized effort must continue until the passage of a student from the High School into the State University shall

be made with the same facility with which he now passes from the lower grades into the High School. For the wide-spread ignorance in large portions of the State in regard to the character of the University, an ignorance most extreme among that large class of otherwise well-informed citizens who have never heard of the existence of such an institution, the University authorities themselves are, perhaps, largely to blame. It should be made known in every township in the State, by a free distribution of printer's ink and by visits from University officials, that the State of Kansas places within the reach of every child within her borders, without money and without price, a wide range of educational culture, classical and scientific, theoretical and practical, either alone or all combined. Letters are almost daily received inquiring what charges are made by the University for her superior privileges. Let it be proclaimed so that every earnest young Kansan may clearly understand the fact, that the State offers here advanced educational advantages entirely without charge for entrance fees or tuition. Let it be universally understood that while other institutions impose upon each student an annual tuition fee of from fifty to two hundred dollars, our own great-hearted commonwealth bestows a free scholarship at her University upon every one of her sons and daughters who is prepared to make use of her

generosity. Let it be everywhere made known that at the University of the State, every son and daughter of the State may receive the *special* training which makes chemists, naturalists, entomologists, electricians, engineers, lawyers, musicians, pharmacists and artists, or the broader and more symmetrical culture which prepares those who receive it for that general, well-rounded efficiency which makes the educated man a success in any line of intellectual activity, ten years earlier in life than the uneducated man. In short, a good deal of judicious advertising outside of the customary distribution of the annual catalogue, will at the present juncture be of incalculable advantage to the University of Kansas.

And while this general distribution of fundamental facts is being made, let the effort to more thoroughly harmonize the University with the High Schools be persistently carried forward. A very erroneous impression has in some quarters prevailed in regard to the attitude of the University in reference to the accomplishment of this desirable result. It has been thought that this movement was a purely selfish one for the purpose of multiplying the number of "feeders" for the Freshman class. But this is far from being the case. The University was established by the State, and is now being generously supported by the State, in order that the largest possible number of earnest-minded young Kansans may reap

the benefit of her generosity. And it is a most encouraging circumstance connected with the present discussion of this important question, that the discussion originated among the High-School men themselves, who invited the Faculty of the University to hold a friendly conference with them on the 6th of April last. At this convention a strong conviction was expressed by the representatives of the High Schools that the University requirements for admission to the Freshman class were so far in advance of the capacity of the average High School as to produce an impassable chasm, whereby large numbers of the brightest Kansas boys and girls were kept from entering the University, and were thereby compelled to enter inferior colleges whose requirements were less rigorous. The sincerity of these High-School principals made a deep impression upon the University Faculty, and the problem of bridging the chasm of separation without essentially lowering the standard of admission was referred to a committee of conference. The final outcome of this friendly meeting was the recommendation of an additional High-School course preparatory to the Freshman class, in which only one of the two foreign languages required in the other courses was retained, the place of the second foreign language being supplied by the careful study of our own mother-tongue. Thus has arisen the so-called Latin-English preparatory course, which was more fully

elaborated at the City Superintendents' Convention at Topeka, May 9th, and put into shape for official recommendation to the High Schools of Kansas. This recommendation, proceeding from the school officials and not from the University, has been heartily approved by our Faculty and Board of Regents, and will doubtless meet with a favorable reception on the part of the schools. It is a three-years course, in which Latin, English and Mathematics constitute the bulk of the work, with the addition of enough history, physical science, civil government and drawing to comply with the University demands. It is conceded by all that this course furnishes a good practical training for the majority of our High-School graduates who never go beyond the High-School curriculum. It therefore fully meets the objection that the High-School courses should not be arranged solely to suit the demands of the minority who go on with their studies in the University or in some other institution. It is a good course, both for those who go and for those who do not go to the higher schools of learning, and will undoubtedly be the means of bringing into connection with the University many whose education would otherwise have ended with the High School. It is not intended as a substitute for the Latin and Greek, the Latin and German and the French and German preparatory courses, but as an additional course, which will prove attractive to many

who believe that the study of the English language can be made as profitable for mental training and as valuable for information as the study of a foreign language.

To connect with this new Preparatory course, the Faculty and Regents have established two new University courses for the Freshman and Sophomore years, one of which involves a continuation of the Latin-English studies, while the other is termed a General Language course, and admits of the pursuit of any two of the three foreign languages—Greek, German, and French. Each of these new courses leads to the Junior and Senior optional system, and the student at graduation is awarded the degree of Bachelor of Arts. Each new course, having been made equal, in capacity to confer discipline and information, to the Classical and Modern Literature courses, is placed upon a full equality with them in the resulting degree, instead of being stigmatized as inferior by the concoction of some new combination of honorary letters. Thus our beloved University, while still retaining and holding in high estimation the old classical training in Latin and Greek, admits to a full and honorable equality the combination of Latin with the modern languages, including our own complex and sturdy, not always euphonious, but always expressive, mother-tongue.

Dr. Allen Starr, Chairman of the Committee

on the Princeton College curriculum, in a recent carefully prepared paper on the methods now in use at his alma mater, gives hint of a possible future change in the requirements for admission to that college, by which the necessity for making up deficiencies in Greek may be avoided. What Princeton and other eastern colleges are strongly desiring, but hardly daring to suggest except in almost inaudible whispers, viz., the admission of candidates for the degree of Bachelor of Arts without a knowledge of the Greek language, has for many years been an accomplished fact in the Modern Literature course of the University of Kansas, and is now made also possible in our Latin English and General Language courses. It is in this way that a nearer approach is being made to the true University ideal, which regards mathematics, science, language, and the other humanities as necessarily represented in every properly organized curriculum for general culture, but leaves largely to the selection of the individual student the specific branches under each of these four divisions.

If your attention has been held by the preceding recital of what has transpired in the past three months in the direction of harmonizing the University with the High Schools, you will have come to the conclusion that much has already been accomplished toward placing the institution in its true position as the *Kansas* State Univer-

sity. It will be the policy of my administration to adopt all reasonable measures to increase the strength of this bond of union between the head and the body of the public-school system.

In the next place I shall look for a financial support from the State Legislature which will enable us to retain the strong men now included in the corps of instruction. These men should receive such salaries that the tempting offers of large compensation from eastern colleges will not deprive the youth of Kansas of the best talent available for their instruction. So long as the Kansas University constitutes a promising recruiting ground for the Presidents of eastern colleges, it will be impossible for her to accomplish results which come only by the persistent effort of able men to build up their several departments. It may be a matter of pride to us that our University should have furnished professors to Cornell, to Williams, and to Harvard, but such pride can be indulged in only at the expense of the mental development of our own sons and daughters. The exercise of that business sagacity which would secure the retention of a professor at an increased salary, would be far preferable to unprofitable pride in connection with his departure. The self-respect of a professor should not be too heavily sacrificed to his patriotic desire to serve the State of Kansas.

The strength of the University will depend on

the strength of the men who make up its faculty. Brains, and not bricks and mortar alone, give a University prestige and renown. It is now time to turn the tables upon the eastern colleges by calling from them their best men for the educational service of the Sunflower State. A good beginning has just been made by the election of a professor of Yale University to the chair of Geology and Paleontology. It may however be doubted if the appointment would have been accepted, at a pecuniary sacrifice, if the appointee had not been a Kansas man, whose great ambition has always been to develop the geologic wealth of his native State in the service of her University. The State should take pride in honoring the services of such patriotic men by relieving them from the necessity of anxious thought for the pecuniary needs of the future. Relief from a burden of this character will increase the value of the services of any professor to a much greater proportional extent than the amount of the addition made to his salary.

But salary alone will not keep the right sort of men in a University faculty. There are other considerations more potent than pecuniary ones which influence an able professor to begin and continue his connection with an institution of learning. Of even more importance than salary is the equipment of the department which demands his services. No man with the right sort of ambi-

tion will be satisfied to remain in a college whose managers decline to furnish a generous provision in the line of apparatus, books, and properly constructed lecture-rooms and laboratories. Other things being equal, that University which can furnish the most efficient and abundant literary and scientific tools of instruction will secure and retain the most competent faculty. Libraries, museums, chemical, physical and philosophical apparatus are essential to the permanent retention of the best professors as well as for the attraction of the best students.

Still another requisite for the enlistment and retention of the most valuable men in an educational institution is the opportunity afforded them for original investigation in their favorite lines of research. The professor whose mental energy is exhausted by from three to six hours per day in the class-room or students' laboratory, will be unable in his own laboratory and library to produce results which will make his University famous for the discovery of new truths in any branch of learning. In the model University which our own institution aspires some day to become, it will be considered incumbent upon the members of the faculty not only to teach the old truth, but also to discover new truth. And the professor who reveals the ability to add to the stock of human knowledge by his own investigations, should be encouraged to make the most of

his ability by being released from a large portion of the class-room work which others, not possessing his genius, can even more successfully undertake. There are professors at Harvard, Johns Hopkins and Clark Universities who are entirely relieved from the work of instruction, because by their original investigations they are thought to confer greater distinction upon the institutions which command their services, and thereby attract more students within their walls, than if they were required to devote their chief energies to the work of instruction. But there is a golden mean, here as everywhere else, and it will be found that a fair amount of class instruction is a stimulus rather than a hindrance to original work.

Recapitulating my conception of what the University of Kansas is to be in the future, I insist upon these points as essential. In the first place, it is to be a thoroughly Kansas institution. It is to be an indissolubly integral part of the public-school system, in complete harmony with it and worthily crowning it. In the second place, it is to hold its pre-eminent position in the State of Kansas and among the great educational institutions of the United States by calling and keeping in its service, against all competition, a strong body of professors with an unquenchable enthusiasm of learning. The State is to retain these intellectual and moral guides of her sons and daughters by furnishing them with adequate

pecuniary remuneration, and by giving them such apparatus for instruction and such opportunities for discovering truth as to satisfy their most earnest cravings for intellectual growth. With such a faculty, and such a connection with the lower public schools as I have described, the University of Kansas will suffer no lack of noble-minded students from every county in the State. There will be no occasion for any citizen to send his sons and daughters to distant States and climes to seek that educational equipment which can be obtained with greater facility within the walls of this University. For the accomplishment of this great result, the generous financial support of the State of Kansas must be freely extended, not in advance of her actual ability, but in fair proportion to her increasing pecuniary capacity. Appropriations for the feeble-minded, the unsound-minded, the physically deficient, the pauper and the criminal, should not be reduced in amount; but it should be distinctly remembered that sound-minded, able-bodied boys and girls are entitled to an opportunity for securing the best possible preparation for life, in the University of a State which never does anything by halves, and has ever shown a disposition to manifest especial liberality where the educational needs of her children are concerned.

I look forward with confidence to a period in the lifetime of many within the hearing of my

voice to-day, when by public generosity aided by private munificence Mt. Oread shall be covered with educational structures, faultlessly planned, devoted to the various departments of science and the humanities, thronged with thousands of students from this and other States intent upon the greatest possible development of the immortal mind and soul. For the hastening onward of this educational millennium let every loyal Kansan bend his strongest energies until no township in this great commonwealth shall be so remote as to fail to receive some degree of inspiration to right thinking and right living from the far-reaching and ever-elevating influence of the University of Kansas.

Relations between the University and Material Progress.

COL. JOHN J. McCOOK, A. M., LL. D.

More than merely formal thanks are due to you for having invited me to come from the East and address the authorities, students and friends of this great Western seat of learning. There we are so so overwhelmed by the marvelous material progress of the country beyond the Mississippi, that we are sometimes inclined to forget the simultaneous growth of the Western universities, which are working silently, but powerfully, and without which all material progress is barren and unenduring.

Among all human institutions, universities are the most lasting. They survive changes of government, the strifes of factions, the revolutions of religion. They seem almost to contradict the statement of Hume, that we cannot expect that stability in the works of man which the Almighty has denied to His own creations. It is, however, the rapid development of higher education in connection with the great advance of practical inter-

ests in the United States, which has led me to suggest to you to-day a few thoughts on the subject of the relation existing between the university and material progress.

It has been observed by the English historian, Mr. Lecky, that where great political activity prevails, men are but little disposed to make theories, but that in more tranquil periods men turn to reflection. There is a plausibility about this view which disappears when one looks at history.

If we take, for example, the condition of ancient Greece, we find that the time of its greatest political activity was also the time of its greatest intellectual advancement. The age of Pericles, the Augustan age of the Greeks, was that which witnessed the career of Socrates, the rise of the Academy and of the Lyceum, the establishment of the schools of Sophists, and the development of a critical historical spirit.

The time of the Cæsars, when what was relatively the greatest object of Rome's ambition, the conquest of the world, was sought, was also the time when Latin literature reached its highest point of excellence, and was preparing the inspiration of European literature throughout many centuries.

Even the middle ages, beginning with the reign of Charlemagne, were marked by striking contemporaneous movements of activity and thought.

With the eastward advance of European armies toward the Holy Sepulchre, was contemporary the westward march of oriental philosophy for the conquest of catholic thought. Side by side with feudal castles, the centers of all that was most conspicuous in the world of action, rose the monastic schools with their speculations and doctrines of metaphysical theology. The struggle of individual European States to emerge from Feudalism and to make Monarchy supreme finds its counterpart in the strife of scholastic theologians and the union of all under the sway of Rome.

That great series of events which we call the Reformation, was indeed an age of practice, but of theory as well. The discovery of America, the voyages of Columbus and Cortes, the unsurpassed results achieved by Copernicus and Galileo, cannot be dissociated from the new theological revolution, the Renaissance, and the rise of modern philosophy.

Coming to our own century, where so much political activity has prevailed and material progress has been made, we find an immense advance in scientific life, the proposition of new and far-reaching systems of philosophy, and the multiplication to an unprecedented extent of educational and literary institutions.

If history teaches anything, it teaches that the closest relationship exists between the seething world of action and the calmer world of thought

and theory. In whatever direction we look, we see that the two advance together. Germany shows it in the immense scientific development at a time when she was fighting to secure her Imperial Constitution and her independence of action as the leading state of Europe. Italy shows it by the second Renaissance, which began at the overthrow of the temporal power of the Papacy and has continued during the critical youth of her newly-established kingdom. England, and even republican France, have shown it by their contributions to thought and letters during the troubled times of internal conflicts.

It must be freely admitted that there is an important difference between the university ideals of Europe and America, particularly between that of Germany and America. The construction of the German State is such that the University course is a necessary preparation for many branches of public life, is indeed a process by which an intellectual bureaucracy is created. This is not so much the case in America. While it is true that the Law is often called the stepping-stone to public preferment, it is a fact that many of our most eminent and useful statesmen have not had a legal training. Even the requirements of the Civil Service do not involve a collegiate education, and conversely the collegiate courses are not expressly arranged for those who propose to enter official life. The Government

interferes only indirectly in the higher education of its citizens; and in a democracy, as a rule, the people are not willing to be taxed for institutions which do not meet the general demands of the many.

In the Greek democracy powerful schools for instruction in Rhetoric, Logic, Philosophy and Politics arose for the enlightenment of those who wished to enter public life; but these were for the few rather than for the multitude, and received no support from the State. It is the same in our own Republic.

In Europe most of the universities have a political significance—as in Russia, where they are jealously watched as centers of sedition or revolution; as in Germany, where they are more or less controlled by the Imperial Government; as in England, even, where they are represented in Parliament.

In this country universities are created to supply the demand for higher education. They depend, in but few instances, on ancient and conditional endowments; they are in most cases independent of State control. In Europe the curriculum is not merely for the purpose of supplying a demand, but is independent of such a demand. The emptiness of an auditorium or laboratory does not displace the professor nor cause the disappearance of his specialty. Investigation

and discovery are and should be ranked with education and instruction.

So great is the thirst for knowledge, that there is a pursuit, not merely of sciences which bring bread and butter to their devotees, but there is a multitude of men willing to forego the luxuries of this life for the sake of Greek syntax, of the higher mathematics, of archæology and philosophy. For them there is often no material reward, for the number of specialists in science and letters is far greater than that of university chairs.

The work of the University in Europe, as well as here, is supplemented by schools which prepare men for commercial and industrial pursuits. In such a country as this of ours there is a large place for institutions like the latter, and there are many who would encourage only commercial and polytechnical education. Such a practical tendency indicates a failure to see the true origin and source of such technical subjects. That they should either form part of a university course, or be closely related to it, may be freely admitted, but the *fons et principium* of all true practice lies in intelligent theory. For Art is dependent on Science. Doing is dependent on Thinking.

Mechanical Art, when it passes beyond the simple handiwork of the laborer to the great constructions of the engineer, finds its support in the

science of mechanics, and this is in turn founded on mathematics.

The Art of Medicine is dependent not only on the Sciences of Anatomy and Physiology, but also on that of Chemistry, and needs for its investigation as well as its furtherance the help of languages both living and dead.

The Art of Finance in minor trades and smaller commercial transactions may require only common sense and a knowledge of arithmetic; but beyond, the greater movements, involving the relations between Capital and Labor, between the Government and the People, are the laws of Social and Political Economy. A man may have knowledge of these and be unsuccessful in affairs, just as a great physician may be an indifferent chemist, or a great preacher a man ignorant of abstruse theological questions. But the theory is related to the practice as the source or the unimportant rill which flows from it is to the mighty river that fructifies a continent and bears the peaceful armadas of commerce to the sea.

But technical education is not the only education that is needed by the man of technical pursuits. The complaint is often made that the theorist is not well fitted for practical action. His knowledge is a knowledge of the mere student or recluse, a knowledge of the laboratory or of the library, rather than the broader knowledge required to make practice useful and effective. In

like manner it may be objected that the technical specialist is too little of a theorist. Without exaggeration it may be said that an exclusively technical education has a constraining and limiting effect on the mind. Art and practical action may be followed so specially as to shut the eyes of practical men to the greatest objects which are to be gained by a more general and liberal education.

Late in life the man of practical affairs, who has achieved great material results and perhaps has accumulated great wealth, begins to look with longing eyes toward that vast treasure-house of thought and letters from which he is shut out by the limitations of his earlier training. Before this time it had seemed to him only a dreary temple, to be entered by those whose life was removed from practical affairs. Its riches were, as he thought, of no use in carrying out great practical enterprises and winning wealth, and applause, and fame. But after these are achieved by any man, there often comes over him, however ignorant he may be, at least a curiosity, and very often a sad and hopeless longing to be a dweller in that cultivated country where results are not to be measured by the senses nor to be recorded in the ledger. It must be said, that men who later in life have these feelings have been among the noblest friends that American universities have known. Go where you will to the richly-endowed institutions in which young men are gaining this

higher education, and everywhere you will be able to trace, by the generous gifts of those who have taken no degree in Art and Science, the indication of that deep regret which has led the givers to furnish for others that which they have lacked themselves.

I take it that one of the noblest characteristics of our people is that desire which so many feel, and often so earnestly express, that their children may learn to know that fertile and radiant land of which the parents catch but a passing glimpse. For them the wheel of practical life, with its loud distracting revolutions, cannot altogether hush the voice which speaks to them from a remote antiquity, from period after period of classical history and classical song. The hopes of a great material future in which the forces of nature are to be held by a Promethean hand, cannot make them forget altogether the highway of the past along which the scholar lingers in an atmosphere of philosophy and poetry and art. And almost instinctively they know that the newer vintages which practical science and contemporary literature set before them, have not the classic purity and sweetness of those less exciting but nobler products of an earlier day. Hence the almost pathetic eagerness of men who spend the twilight hours of useful lives in hoarding upon book shelves or in art galleries that which their earlier education has not enabled them to enjoy, but the

value of which their declining years have forced them to appreciate.

Even if mere utility be regarded as the standard by which the value of higher education is to be measured, it will be found that the university courses in the classics, and what in Scotland are called the humanities, are of great importance in many walks of practical life. Theologians must be trained, and besides a knowledge of Hebrew, Greek and Latin, they require a literary education, or are the better for a literary education. It is doubtful whether in any other profession there is so great an opportunity of using knowledge of history, of poetry, of psychology, logic and ethics. Almost every branch of learning can be employed to illustrate their preaching and teaching. And what is true of the clergy is true also of other classes in the community to a greater or less extent. There are medical men and scientific men, there are lawyers and engineers, whose knowledge would be of far greater use to the world had they enjoyed the cultivating influence of a general, as well as of a special training.

I will not enter into a consideration of the vexed question as to how far classical training is a waste of time to professional men, but I would suggest that those who would minimize its importance seem to me to take a superficial view of the intellectual world in which we live.

Shining examples may be brought forward of men, who, in their thought and in the expression of their thought are unsurpassed, although they have no direct knowledge of the ancient languages. But it must be remembered that from their educational surroundings we cannot eliminate that classical influence which permeates modern literature, without which modern literature would not be what it is. It is by the classical standard that we judge the style even of those who never have read a line of Plato or Demosthenes, to whom Cicero and Quintilian are known only by name.

Beside all this, one who has once joined that company which is led by the Muses of the Classic age can never feel himself to be alone. However arduous his life, however rude his surroundings, however far he may be removed from society which is cultivated and civilized, he can join in the exalted strain of the Roman poet, changing only what is geographical and retaining all the inspiration of that ancient lyric apostrophe:

"Vester, Camenæ, vester in arduous
Tollor Sabinos, seu mihi frigidum
Præneste seu Tibur supinum
Seu liquidæ placuere Baiæ.
Utcunque mecum vos eritis, libens
Insanientem navita Bosporum
Tentabo et urentes arenas
Littoris Assyrii viator;
Visam Britannos hospitibus feros

Et lætum equino sanguine Concanum,
Visam pharetratros Gelonos
Et Scythicum inviolatus amnem.
Vos Cæsarem altum, militia simul
Fessas cohortes addidit oppidis,
Finire quærentem labores
Pierio recreatis antro.
Vos lene consilium et datis et dato
Gaudetis almæ."

The pursuit of the historical method at our universities seems to me to be of the highest importance, not only to professional men in general, but to practical professional men; not only to practical professional men, but to non-professional men. No one who has watched the development of science in the present century can fail to have noticed the important part played by historical study in this great advancement. The theory of evolution, for example, is founded on the natural history of the universe, and when presented it forms, as it were, the biography of Nature. If one would avoid error and useless effort, one must use assiduously the historical method. We should find great fault to-day with an inventor who might claim to have just planned the telegraph or telephone, and should tell him that every child knows about these inventions, and that we had known of them for years. It is almost as strange to find many professing to have constructed theories which they suppose to be new and which in reality have long been exploded, or setting forth as new that which is old

and long since known by those who have studied the past.

The present can be truly understood only by those who understand the past, and in this sense all the sciences, both theoretical and practical, are historical sciences. Indeed, many of the most practical truths cannot be learned on the exchange, in the factory, in the courts of law, in laboratories, in hospitals, or in the busy life around us, but must be learned from the failures and successes of the race in its past struggles. To appreciate this is the best preventive of a dangerous radicalism on the one hand, and of a timid conservatism on the other.

I cannot refrain from noticing one point of relationship between the university and practical life, with which you are all familiar, but which seems to me worthy of especial consideration. I refer to that existing between our higher institutions of learning and the physical interests of the American people. In a country where the material resources have to be developed, and rapidly developed, to meet the wants of a vast population which is growing every day, the whole man, body and soul, must go at a fast pace, which is a constant menace to the robustness of the nervous system and to the health of the community. You are familiar with this phase of life here. In the East we watch the vast procession of immigrants which is sweeping westward, and we know how

the great Americanizing mill of this part of the country must work to adapt them to the conditions of our civilization.

It is an office of the University to teach men that there is need of reflection as well as energetic action, and so to keep within safe limits the exuberant growth and expansion of Society. But, besides this, one of the characteristics of the American, as of the English, University, is what I may describe as Dorian—a care of man's body as well as the development of his mind. By the generous rivalry of the various schools and colleges in gymnastic and athletic sports, the physical as well as the mental part of the student receives great benefit; and so far from being "sicklied o'er with the pale cast of thought," men find it quite easy to acquire a high degree of scholarship without finding in the end that their nerves are ruined and their lungs contracted. Statistics inform us, as common-sense might do, that the qualities which favor healthy life, which put a crew at the head of a river or win games of foot-ball or base-ball, are not entirely divorced from those which win by application and steady perseverance the more enduring laurels of academic fame.

In this respect I venture to say, university authorities have something to learn from the undergraduates—the inspiration of healthy competition—competition in the field of scholarship such as those instructed by them display in the

athletic world. It would be a great stimulus to university life were the rivalry greater in this respect. Believe me, gentlemen, the place of an university intellectually is not to be determined by the number of professors in its faculty, nor the number of students on its rolls. There are, it is true, some of our Eastern institutions of learning which belie their name, and have increased the number of their undergraduates by lessening the value of their degree. Let us see to it that we encourage men in every possible way to enter our colleges, but having entered them let us not be satisfied—as is the case in the far East—with calling a man Bachelor of Arts whose university course has fitted him to be little more than an accomplished dancing-master or a third-rate actor. It is true that we may measure the greatness of an imperial University like Berlin by numbers as well as scholarship, but a truer idea of the meaning of a high standard is gained by comparing Baliol with other far larger colleges in the University of Oxford. Superiority in scholarship is not altogether dependent on the personnel of the faculty, (although here at Lawrence you may see what a power that is,) but is the result of the maintenance of a high standard and a thorough earnestness on the part of both professors and students to win a victory in competition with sister institutions. It is the result

of an enthusiasm in the cause of learning for learning's sake.

You will freely admit that we, all of us, East and West, have had much to learn from Europe in the formation and development of our intellectual life. The time is at hand when in many respects the positions of teacher and learner must be reversed, and the eyes of the Eastern seers will be fixed occasionally on the star of empire in its westward course. Here in the West, without the fetters of tradition, you have had and have the opportunity of making new experiments and substantial advances in educational methods. It is true that this is a dangerous responsibility, but it is for you to feel the responsibility and rest assured that as each advance is crowned with success, there are in the older countries and States receptive minds which are ready to follow you.

It is an often-repeated boast that as civilization in America advances, the school-house is one of the first buildings to appear in a new community. One may truly add that where material development is most conspicuous, there university life is ultimately vigorous. We find a proof of this in Massachusetts and Connecticut, for example, where institutions of learning flourish within the sound of mills and factories; in Ohio, where the agriculture and industry seem to be symbolic of growth and work in the

world of intellect; in California, which looks over the Western sea towards the home of science and civilization; and especially here in Kansas, the very center of this country, connected by arterial systems of railroads with every part of the great beating heart of the American continent, where you are so actively engaged in those pursuits which make a nation not only rich and strong, but also wise and good.

It is thus the chief function of the University to know and to teach the truth. The history of intellectual progress is the history of an attempt to answer the question of the vaccillating Judean governor, What is Truth? The University must say to those who come to it for light, paraphrasing the old saying, "*Nihil veri alienum putavi.*" And, if this be so, it is impossible for any one to raise the question of utility with reference to the University course. Again, a high authority tells us, "The truth shall make you free." Truth is the way to liberty. The inspired epigram shows the logical order of surveying these two priceless benefits. Rousseau tells us that "Man is born free, but everywhere he is in chains, and that he covers with flowers and calls it freedom." But we know very well that the only true freedom is the effect of enlightenment. "The truth shall make you free" had primarily a religious meaning; but in this saying we recognize the ex-

pression of an universal verity. It is indeed religious truth which shall make us free—free from sin, free from the baser passions and the lower instincts; free from the punishment that is sure to follow the violation of the moral law. But the Truth gives us Freedom in a wider sense. History records many noble and passionate efforts for the attainment of human freedom. It records no instance in which Ignorance has emancipated men from any kind of thralldom. The yoke of ancient Egypt was endured by the enslaved Israelite in spite of the taskmaster's whip and the oppressive laws of the Pharaohs. The leadership of Moses was crowned with success because he was the revealer of Truth, learned during his earlier years in the court of the tyrant, learned in many a vigil during his pastoral life in Horeb. The freedom of Attica was no mere accident. Attic wisdom and Attic liberty cannot be thought of apart from one another. When the Reformation in modern Europe began, the Truth, which had long languished in the midst of superstitions, oppressions, priestcraft, unworthy traditions, was crowned again. Chains were broken, ungenerous laws were repealed, Society was to know that the Kingdom of God was not a despotism, that it was a kingdom of intelligence. It was not a revolution led by a rebellious monk—it was the culmination in action of a revival of Truth. It is no mere accident that the reformed churches

have so often been on the side of religious freedom. Dark spots there are on the fame of some reformers in those intolerant times. But if you would see an illustration of the emancipating power of the Truth, you need only look at the fiery conflict of Huguenot, Covenanter, and Puritan, in which the flowers of Ritual, Sensuality, worldly prosperity, ecclesiastical pride, were stripped from the chains in which Europe had for so long been languishing. There could be no more cogent proof of this particular power of truth than the fact that the liberty of Europe was only a possibility after Science, substantial religion, Literature and knowledge of the spirituality of real religion had been born again. Liberty is not a thing to be achieved by the blind agitation of ignorant men. It is the child of truth, and "Truth is the daughter of Time." Freedom has indeed a bastard sister which respects neither property, the family, nor Religion. Against this perverted creation of our time we have to be on our guard. There may be many respects in which we do not enjoy our proper measure of liberty, but our safeguard against such dangers is the education of our citizens. The leaders of the French Revolution had a faint appreciation of this when they defied Reason in their efforts to attain to liberty, equality, and fraternity. But with their eyes open to one side of the truth, they were in most cases blind to the verities of morality and religion. To that sightless eye, raised

to a Godless heaven, there appears no vision of true Liberty. Around us everywhere we may read the same lesson. Blind rage at political abuses, the bitter bread of poverty, the weariness of unprofitable labor, the vicious examples of those who use their wealth for the gratification of lust and ambition—these are the motive power of socialism, communism, and anarchy. But these theories are only attempts to tear the chains from the limbs of some, to fasten them on the limbs of others. All of these blind strivings of the poor, the discontented, the oppressed, the unfortunate of every kind, even the guilty for release from the thralldom which they endure, are voices appealing to our universities. They are not to be suppressed by sneers, nor to be drowned with the shedding of blood. The darkness which seems sometimes to threaten our social conditions can be relieved in only this way. Men have endured martyrdom for far worse causes than the natural, nay, the divine impulse to rise from degradation, poverty and slavery. Upon all such darkness the light of Truth must shine. Truth is the only beacon which can save distressed society from shipwreck. All impulses, however noble or natural, or divine or powerful they may be, must be guided by Truth if they are to be made effective, happy and enduring in their results. The gallows may be planted in the camp of the enemy to society, gold may be given to the leaders of discontent,

and many loud voices will be silenced; but, methinks, after all this prevention I still hear that portentous undertone which may one day burst into a roar like the sound of many waters. It seems to many to be only a cry of discontent; but he who is a wise interpreter will recognize in these disaffected mutterings and in these turbulent cries an unconscious appeal for the Truth which shall make these people free. In its radiant light our society need not find Plato's description of the multitude a reflection of reality. Like cattle with their faces turned, they feed and breed and butt and kick at one another with horns and hoofs which are made of iron, for they are filled with that which is unsubstantial. Rather will they be like those described by the same philosopher who no longer linger in the shades of the cave of ignorance with bodies chained and with eyes fixed on the images cast by passing objects on the dreary walls, but will emerge into the light of day, for the Truth shall make them free.

We are told on high authority that "Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God"—a saying which indicates the necessity of something higher and greater than material prosperity. This truth has a secular as well as a religious application, and suggests our proper attitude in the midst of

the bewildering rapidity with which America is accomplishing in a short space of time what other nations have patiently awaited for ages. "Man shall not live by bread alone," but by learning that the mind is to be fed as well as the body. "Man shall not live by bread alone," but by reading on dark or splendid pages of history the failures and triumphs of nations in the past; by penetrating through other languages than his own the habit of thought, the literature, and the character of other times and other lands; by studying in the mathematical sciences the relations of that Infinite Space in which Matter is known, or of that Infinite Time, on which our idea of number depends. "Man shall not live by bread alone," but by reading upon the starry face of night the secrets of other worlds by looking back through age upon age toward the origin of this universe, and forward to the mystery of its destiny. There will always be minds starving for this kind of food, and they must be fed. With all its many purposes, the University of Kansas may claim this proud object as its highest and best. It is this to which its energies are directed, and on which its hopeful eyes are fixed. If anything were needed to prove the truth of what I have been endeavoring to suggest and to express, and to show that it has been the inspiration of others,

I would only point to this great institution, which now combines the health and promise of youth with the vigor and activity of manhood.

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